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ABSTRACT

This annual report highlights the efforts of the University of California (UC) to increase the number of students who transfer to a UC campus from a California Community College (CCC). The UC mission regarding educational outreach is twofold: to increase diversity on campus, and to help improve the quality of education for students in educationally disadvantaged circumstances. In 1997, UC and the CCCs agreed in a Memorandum of Understanding (MOU) to increase the number of transfer students by one-third. UC has the goal of enrolling 15,300 new students from California Community Colleges by 2005-06, which requires an increased transfer enrollment of 7.3% per year, almost double the historical rate of growth for UC. During 2000-01, UC enrolled 3.9% more transfer students than in the previous year. The MOU also calls for greater student diversity, and aims to enroll larger numbers of American Indian, African American, and Chicano/Latino students. Since 1998-99, student enrollment from these ethnic groups has increased 21.5%. The report describes UC-wide and campus transfer initiatives, including transfer student financing plans, outreach, counseling programs, and articulation agreements. Also describes the Dual Admissions Program (DAP), which seeks to identify students at the high school level and invite them to apply for admission to a UC and a CCC simultaneously. (NB)

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Community College Transfer Students at the

University of California

2002 annual report

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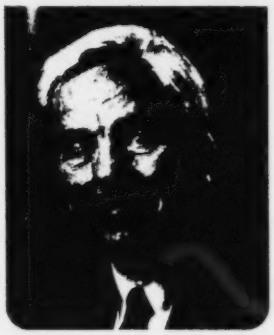
INTRODUCTION:

UC President Atkinson and UC Vice President Doby

President Richard C. Atkinson



I AM PLEASED to introduce the third edition of *California Community College Students at the University of California*, which highlights UC's efforts to increase the number of students who transfer to a UC campus from a California Community College.

This report describes our progress, celebrates our successes, and identifies new initiatives with our California Community College partners to help students transfer.

UC and the California Community Colleges have collaborated on student transfer throughout the last 100 years. UC was one of the first supporters of the community college model and helped establish the first colleges in California. In 1960, UC and the Community Colleges helped win approval for California's world-renowned Master Plan for Higher Education. The Master Plan links UC inextricably to the community colleges by offering students an opportunity to earn a baccalaureate degree by completing their lower-division courses at a community college and completing their degree at a UC campus.

In 1997, our relationship grew closer when Chancellor Nussbaum of the California Community Colleges and I signed a memorandum, pledging to increase the number of students that transfer to UC by one-third. This was the first time in UC's history in which an explicit enrollment goal had been established for transfer students. I am pleased to report that this agreement has galvanized our collaboration with the California Community Colleges and energized the transfer process throughout California.

Last year I proposed - and The UC Regents' adopted - the Dual Admissions Plan. Under this plan, high school students in the top 4 to 12.5% of their class, who are not eligible to enter UC at the freshman level, would be offered admission to a UC campus so long as they successfully completed their lower-division requirements at a California Community College. The plan rewards students who work hard at a community college by guaranteeing them a spot at a UC campus. Although the State's fiscal situation has required that I delay implementation of DAP for one year, I am confident of its eventual success.

These Universitywide initiatives as well as numerous campus-based programs and services (many of which you will read about in these pages) demonstrate that the partnership between UC and the California Community Colleges established early in the 20th Century has blossomed into a productive and influential relationship – one that I believe will continue to serve students throughout California.

Sincerely,

Richard C. Atkinson

Richard C. Atkinson
President

Vice President Winston C. Doby

Transfer students from California Community Colleges are an enormously important part of the University of California undergraduate community. As described in this *Annual Report*, transfer students come to UC from all regions of the State, representing a diverse mixture of backgrounds and experiences. They strengthen the student body of the University, helping to create a vibrant on-campus educational experience.

In recent years, UC has greatly expanded its educational outreach and K-12 improvement programs. Our mission is twofold: increase diversity on UC campuses and help improve the quality of education for students in educationally disadvantaged circumstances. Essential to all our outreach programs is the need for the University to strengthen its ties to the families and communities in which students reside. The University's commitment to these goals is evidenced in a wide-ranging set of partnerships and programs throughout the State, including academic development programs at the K-12 level, professional development programs to increase teacher skills and effectiveness, comprehensive school and college partnerships designed to facilitate systemic change, and community college programs which support students and accelerate their transfer to the University.

An important aspect of my work will be to help meet the University's goal of enrolling 15,300 new students from California Community Colleges by 2005-06. This is a formidable task, requiring UC to increase transfer enrollment 7% per year – almost double the historical rate of growth for transfer to UC. I am confident, however, of our ability to meet this goal given the powerful collection of transfer programs and services that are described in this *Annual Report*.

The *Annual Report* is divided into several sections that serve to highlight UC's progress in meeting the needs of students from California Community Colleges. The first section addresses transfer enrollment: How many new students enrolled at UC last year? How close are we in reaching our enrollment target? This simple measure reveals how well we are meeting our goal and how much more work we must do.

The second section focuses on the prospective student "transfer pool" in California and the ways in which UC can more effectively identify students in community colleges who may be academically qualified to transfer to a UC campus.

The third and fourth sections describe who UC's transfer students are and highlights their academic pursuits and scholastic performance. Surveys reveal that prospective students are especially concerned about how well they will "measure up" to their counterparts who began UC as freshmen.

The final sections of the *Annual Report* describe Universitywide and campus-specific efforts to enhance transfer. UC campuses are working hard, in partnership with their community college colleagues, to help students successfully negotiate their way from a community college to a UC campus. It is my goal to assist UC campuses and community colleges with this most important task.

We conclude the *Annual Report* with a discussion of the Dual Admissions Program, a plan which will provide a new way for top performing California high school students to become UC-eligible. Although implementation has been delayed for one year, it is clear that the future of the University's transfer recruitment efforts depends in large measure on this unique program. I am hopeful that, collectively, we will be able to secure support for this important effort soon.

Sincerely,

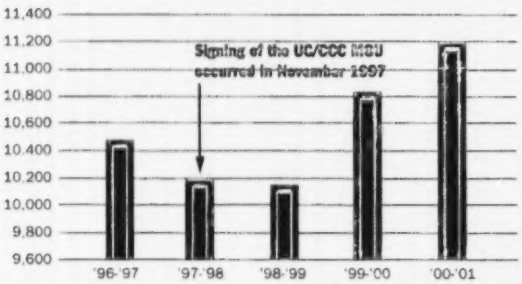
Winston C. Doby
Vice President, Educational Outreach

Transfer Student Admissions:

In 1997, UC and the California Community Colleges agreed in a Memorandum of Understanding (MOU) to increase by one-third the number of transfer students that enroll at a UC campus. Building on this effort, UC entered into a unique "partnership" with Governor Davis and the California Legislature in 1999 to increase by 50% the number of students that transfer to UC from a California Community College to a total of 15,300 by academic year 2005-06.

Meeting this goal requires an average annual growth rate of 7.3% between now and 2006. The MOU and the Partnership Agreement have raised expectations for unprecedented increases in transfer enrollment – expectations that are beginning to be realized.

Figure 1: California Community College Transfer Students Enrolling in UC, Full-year Totals, 1996-97 to 2000-01



In 2000-01, UC enrolled over 11,000 new transfer students – the largest number in its recent history

During the 2000-01 academic year, a total of 11,196 students transferred to UC from California Community Colleges, a 3.9% increase over the previous year. Expectations for the 2001-02 academic year are also high and initial enrollment data are encouraging. In Fall 2001, 9,951 community college students enrolled at UC, one of the largest enrollments ever at UC for a single academic term. If this trend continues, UC could enroll another record number of new California Community College transfers for the 2001-02 academic year.

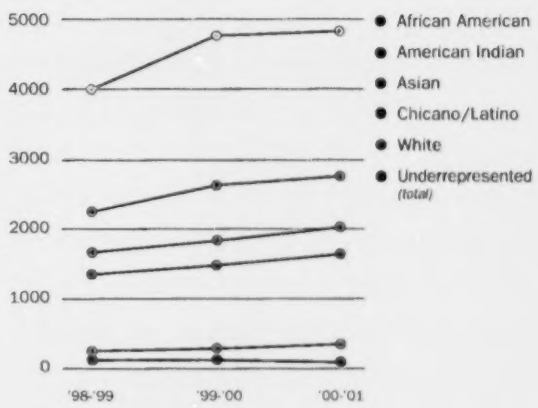
Since the signing of the MOU in 1997, transfer enrollment has increased 9.6%, an encouraging period of sustained transfer enrollment growth that has reversed a downward trend that began in the mid 1990s (see Figure 1).

A Record Number Enroll at UC in 2000-2001

In 2000-01, transfers from underrepresented groups increased over 10%

In addition to encouraging overall transfer growth, UC's MOU with community colleges calls for greater student diversity. One measure of diversity, the enrollment of traditionally underrepresented students (i.e., American Indian, African American, and Chicano/Latino students), has improved greatly under the MOU. Since 1998-99, enrollment of students from these ethnic groups has increased 21.5%. Last year alone, the number of underrepresented transfer students at UC rose 10.4%. Figure 2 shows the transfer growth among specific ethnic/racial groups since the signing of the MOU in 1997.

Figure 2: Enrollment of New California Community College Transfers, by Ethnicity, Full-year Totals for 1998-99 to 2000-01



For the Fall 2001 term, UC admitted nearly 8 out of every 10 students that applied from California Community Colleges

UC admits the great majority of students who apply from a California Community College. The Fall 2001 admit rate of 79.9% was up nearly two points from Fall 2000. Clearly, this is a very strong admit rate for a highly ranked and highly selective institution and demonstrates that most students who apply to UC from a California Community College are well prepared for transfer. In the last four years, the UC admit rate for community college transfer students has increased 5.2%. Especially gratifying is the fact that approximately 77% of the students that were admitted to UC in Fall 2001 chose to attend one of UC's eight undergraduate campuses. This indicates that most community college applicants believe that their educational goals can be successfully met at UC. This assumption is strongly supported by data demonstrating the excellent academic performance of transfer students at UC, discussed later in this report.

UC gives priority admissions consideration to transfers from California Community Colleges

In 2000-01, 85.7% of all students that transferred to UC came from a California Community College. UC's strong commitment to creating a transfer student body composed of community college students has been sustained for over a decade. Of the nearly 80% of all applicants admitted, 95% entered UC at the upper-division level. Data reveal that these junior transfers, having successfully completed their lower-division major preparation coursework, are the most academically prepared among all transfers and are ready to begin their upper-division major coursework upon entry to a UC campus. As specified in California's Master Plan for Higher Education, UC (and CSU) must maintain a 60/40 ratio of upper- to lower-division students. This allows California Community Colleges to educate large numbers of students at the lower-division level, where there is the greatest degree of enrollment capacity, while UC and

CSU can focus primarily on instruction at the upper-division level. In 2000-01, UC maintained this 60/40 ratio (as it has done for the last 10 years). To support this balance and to acknowledge the excellent preparation upper-division students bring with them, UC gives top priority in admissions to students from a California Community College over all other transfer applicants, including UC's own intercampus transfers.

Many more students need to be prepared for transfer to reach the State's enrollment goals

Progress has been made in reaching the enrollment goals of the MOU and Partnership agreements, but much more remains to be done. Although UC is currently admitting and enrolling the greatest number of transfer students in its history, many more students at California Community Colleges need to be prepared for transfer. The following sections describe UC's efforts, often in partnership with California Community Colleges, to enhance the transfer path through better identification of prospective applicants, streamlining admissions policies through the use of dual admission and transfer guarantee programs, and intensified outreach efforts throughout California. Continuing to strengthen and broaden these initiatives is necessary to sustain transfer enrollment growth.

Who is Preparing for Transfer

How many California Community College students intend to transfer to UC? How many are actively preparing for transfer? Are these students the same as or different from students who successfully transfer to UC?

UC's transfer rate will continue to grow only if an increasing number of community college students prepare for transfer and apply. While the MOU implementation efforts have focused on streamlining the transfer process, many questions remain about the actual numbers of students Statewide who intend to transfer to UC or are preparing for transfer by taking the necessary pattern of transferable courses. Similarly, a better understanding is needed of how students who transfer differ from community college students who do not. To reach UC's enrollment goals, the number of community college students that apply to the University will need to reach historically high levels, making the identification and recruitment of students that are preparing for transfer (often called "UC transfer-ready") especially important. With these goals in mind, UC and the California Community Colleges embarked on an important initiative in 2001 to develop better ways of identifying students in California Community Colleges who are preparing for, or may be eligible to, transfer to a University of California campus.

Defining a UC "transfer-ready" student

For this project, a transfer-ready student was defined as attending a California Community College and having completed 60 units of UC-transferable courses, including math and English composition courses, with a minimum GPA of 2.40. This investigation identified "markers," or characteristics, that could generally identify a pool of students in California Community Colleges that might be good prospects for successful transfer to a UC campus. By identifying these students, UC and the community colleges could better tailor outreach efforts to them.

Identifying the number of UC "transfer-ready" students

Based on this definition of a UC transfer-ready student, there are approximately 40,000-45,000 students in the California Community College system that appear to be ready for transfer to UC in any given year, though UC competes with other universities for these students. In the last several years, UC has admitted between 9,000-11,000 students each year.

TO UC?

An Examination of the UC Transfer Pool

To understand the relative size of the pool of potential UC transfer students, it is useful to look at the figure in the larger context of the California public higher education system. For the 1998-99 academic year, the California Community Colleges enrolled about 1.3 million students who were enrolled in courses in which they earned academic credit. It would be inappropriate, however, to assume that the vast majority of these students have transfer (to UC, CSU, or any other institution) as a goal. Community colleges serve multiple constituencies and, as a result, have multiple institutional missions. Still, transfer has historically been one of the main goals of the California Community College system and is a major tenet of its Partnership for Excellence initiative.

At first glance, it might seem that the transfer-ready population of 45,000 would be more than sufficient for UC to meet its enrollment goals for transfer. However, in order to generate a class of 15,300 students, UC must admit thousands more, since approximately one quarter of students admitted do not enroll at a UC campus. UC and the California Community Colleges are working together to expand the pool of potential applicants to help ensure that many more students are ready to transfer.

Figure 3: Number of Units and Years Completed by UC Transfer-Ready Students (1998-99) and UC Transfer-Enrolled Students from California Community Colleges (1999-00)

Units/Years Completed	UC Transfer-Ready Students 1998-1999	UC Transfer-Enrolled Students 1999-2000
Average Number of Units Completed per Year at all California Community Colleges	72.6	64.1
Average Number of Years Enrolled at all California Community Colleges	4.8	3.1
Average Number of Total Units Completed at all California Community Colleges	17.7	26.6

Characteristics of UC transfer-ready students compared to students who have successfully transferred to UC

Understanding how the students identified in the transfer pool defined above are the same as or different from the transfer students enrolled at UC (called "transfer- enrolled" students) is essential to inform outreach efforts. If these students differ greatly in background or academic preparation from actual transfer students, different types of outreach and academic programs and services may need to be developed. To explore these questions, UC compared community college students who are transfer-ready to those who successfully transferred and enrolled at UC. Here are the major findings from this investigation:

- Transfer-ready students take more time to complete educational requirements for transfer and enroll in fewer courses that prepare them for transfer than those students who transfer to UC.

Students who ultimately enroll in UC spend less time preparing for transfer (approximately 1.7 years) at California Community Colleges. UC transfer-ready students are more likely to take a part-time course load than transfer-enrolled students. As shown in Figure 3, on average, transfer-ready students enroll in 17.7 units per year (or 8.85 units per term) while transfer-enrolled students enroll in 26.59 units per year (or 13.3 units per term).

- Community college transfer-ready students are generally older than students that successfully transfer to UC.

The mean age for UC transfer-ready students is 24.6 years. The mean age for transfer-enrolled students is 22.8 years. Moreover, students aged 21 years and younger are over-represented in the UC transfer-enrolled population. In contrast, students aged 22 to 39 years are under-represented in the transfer-enrolled population. Students over 40 years old, however, enroll at UC at the same rate as they are represented in the transfer-ready population (see Figure 4).

Figure 4: Average Age of UC Transfer-Ready Students (1998-99) and UC Transfer-Enrolled Students (1999-00)

Age Ranges	UC Transfer-Ready Students (Percent of Total)	UC Transfer-Enrolled Students (Percent of Total)
18 or younger	1	3
19	4	14
20	11	25
21	15	18
22	14	9
23	12	7
24	11	5
25-29	22	12
30-39	9	6
40-49	2	2
50 and older	1	1
Total	100	100

- There are differences between the transfer-ready and transfer-enrolled populations in the proportion of students that identify themselves as members of certain racial and ethnic groups.

African American, Chicano/Latino, Filipino American, and Asian American community college students are not transferring to UC in the same proportions as their representation in the UC transfer-ready population. African American students comprise 4% of the transfer-ready population but are 2% of the transfer-enrolled population. Chicano/Latino students enroll at two-thirds the rate they are in the transfer-ready population (12% vs. 18%). Caucasian students comprise 39% of the transfer-ready student population, but comprise 44% of the transfer-enrolled population.

- Students in the UC transfer-enrolled population earned higher overall GPAs during their attendance at California Community Colleges than students in the transfer-ready population.

The mean GPA for transfer-ready student population in 1998-99 was 3.15. By comparison, the mean GPA for transfer-enrolled students in 1999-00 was 3.27. Over 50% of transfer-enrolled students had a GPA of 3.3 or higher. In the transfer-ready population, however, 36% had a GPA of 3.3 or higher in 1999-00. This is not surprising since selective UC campuses and majors for which there are many more applicants than can be accommodated often require a GPA higher than the 2.40 minimum.

- Most of the students in both groups indicated an intention to transfer early in their college careers.

Approximately 70% of the transfer-ready students entered a California Community College with a stated intention to transfer to a four-year institution, while 80% of the transfer-enrolled students entered a California Community College with the same stated goal. That students who successfully transferred to a UC campus had such intentions is unremarkable. Of greater interest is that almost three-quarters of students who were identified as UC transfer-ready also indicated a strong desire to transfer to a four-year institution.

Exploring the Implications of These Results

Transfer-ready students are older, more diverse ethnically, spend more time in a community college, are somewhat less likely to declare transfer as an educational goal, and earn slightly lower GPAs than students who transfer to a UC campus. These results have important implications for the way in which UC and community colleges operate their outreach programs. UC's plans for reaching these students and preparing them for transfer to UC are discussed later in this report.

Figure 5: Average GPA of UC Transfer-Ready Students (1998-99) and UC Transfer-Enrolled Students (1999-00)

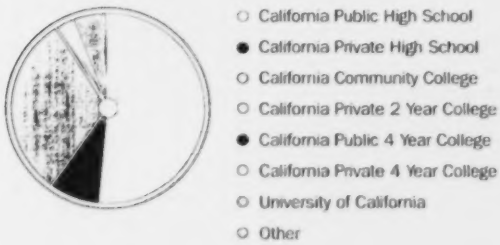
Community College GPA	UC Transfer-Ready Students (Percent of Total)	UC Transfer-Enrolled Students (Percent of Total)
Less than 2.39[1]	0	3
2.40-2.79	24	12
2.80-3.29	40	34
3.30-4.0	37	51
Total	100	100

[1] The definition of a UC transfer-ready student excluded individuals with overall GPAs less than 2.40.

Transfer Student Profile:

Educational and Social Backgrounds

Figure 6: Upper-Division Student Enrollment by School of Origin (Fall 2001)

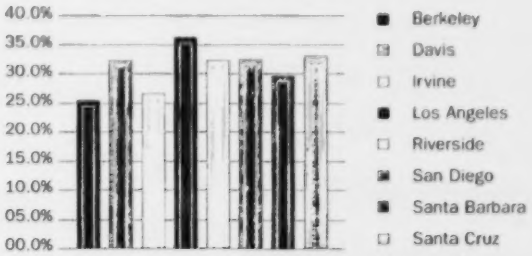


Students from California Community Colleges are a significant part of UC's overall student body. Transfer students enroll at UC from all 108 California Community College campuses and are well represented on all of UC's eight undergraduate campuses. These students bring to UC a vibrant and diverse mix of backgrounds and experiences, which immeasurably enriches the campus community, both in and out of the classroom. This section highlights some of the most important characteristics of community college transfer students enrolled at UC, whose entry to higher education via community college plays a pivotal role in helping California provide educational opportunity for all qualified students.

Community college transfer students constitute the second largest student group at UC

In fall 2001, a total of 25,872 UC junior and senior level students began their studies at a California Community College. While most upper-division students are from California high schools (58.8%), students from California Community Colleges accounted for the second largest group, constituting 31% of all upper division students enrolled at UC in Fall 2001. Figure 6 shows the distribution of students based on their school of origin. Transfers from California Community Colleges constitute 25% to 37% of the total upper-division population at each UC campus, with five campuses having community college transfer populations that are over 30% of the upper-division total. Figure 7 shows the percent of upper-division students at each campus that began their higher education careers at a community college.

Figure 7: Percent of Upper-Division Students at Each UC Campus Who Entered UC as a Transfer Student from a California Community College (Fall 2001)



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Community college students come from a variety of ethnic and racial backgrounds

In Fall 2001, transfer students from California Community Colleges were more diverse ethnically than ever before, with underrepresented students making up 18.3% of the total transfer population. Among traditionally underrepresented students, Chicano and Latino students constituted the largest group of upper-division transfers (14.9%), followed by African American students (2.7%), and American Indian students (0.7%). Figure 8 presents the racial and ethnic backgrounds for new community college transfer students in the UC system. Figure 9 shows how this ethnic and racial diversity compares with new students at the freshmen level.

Figure 8: California Community College Transfer Students by Ethnicity (Fall 2001)

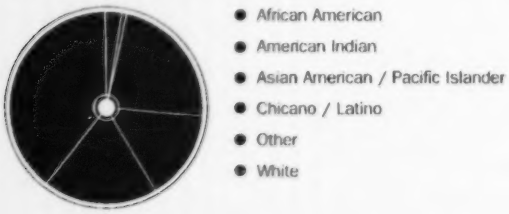


Figure 9: Comparison of New California Resident Freshmen vs. New California Community College Transfer Students by Ethnicity (Fall 2001)

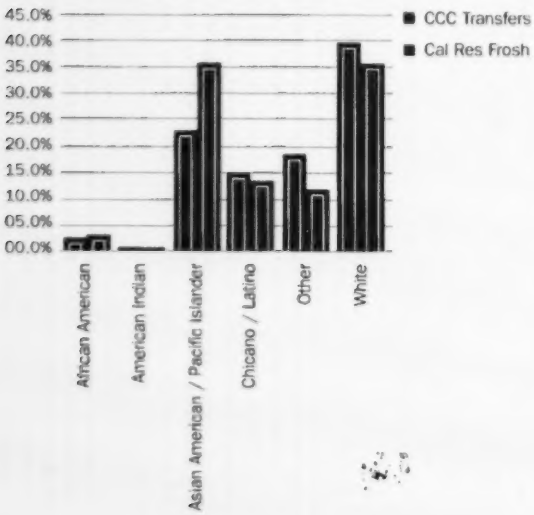
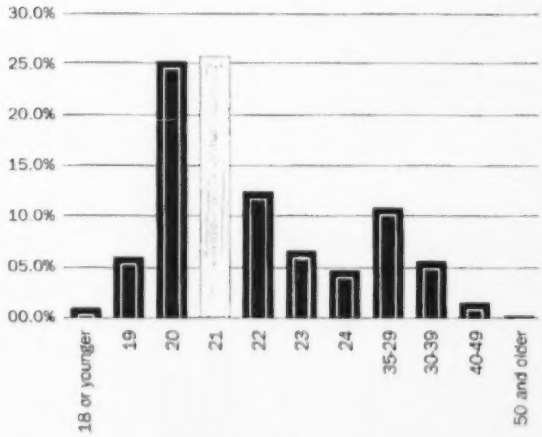


Figure 10: Distribution of Ages of Transfer Students from California Community Colleges to UC (2000-01)



UC attracts transfers from a variety of age groups

Students enrolling at UC from a California Community College generally do so within a few years after leaving high school. This trend is likely to continue given "Tidal Wave II," in which 400,000 college-bound high school graduates will need to be accommodated before the end of this decade. Nevertheless, older students (23 years and older) are also an important part of UC's transfer population, constituting 29.6% of the total transfer enrollment in 2000-01. Figure 10 shows the distribution of ages of transfer students from California Community Colleges to UC in 2000-01.

Clearly, community college transfer students are an incredibly diverse population, both in terms of ethnicity, age, and life experiences. As UC increases the number of transfer students it enrolls, campuses will need to shape their services to accommodate these students. From all available data, transfer students are flourishing after enrolling at UC campuses, with academic success comparable to their counterparts who began as freshmen. The following section explores these issues in detail.

Transfer Student Academic

Not only does transfer student performance reflect upon the quality of the preparation received at a community college, it also reveals the extent to which transfer students are able to adjust to the new academic environment of a UC campus.

Past editions of this publication have reported on the robust persistence and graduation rates of community college students at UC. Both persistence and graduation rates for community college students at UC have improved steadily over the last decade. Since 1988, the one-year persistence rates, (that is, the number of transfer students who complete their first year at UC and enroll for a second), have improved 4.9%, from 87.0% to 91.9%. This suggests that while there is concern nationally about "transfer shock" where community college students drop out in large numbers after their first term in a four-year institution, transfer students at UC make it through their first year in good shape.

California Community College students also graduate from UC at high rates. Although two-year graduation rates have remained relatively steady for the past 10 years (hovering around 30%), three-year graduation rates have improved 6.7% (from 59.75 to 66.4%), and four-year graduation rates have improved 4.1% (from 73.0% to 77.1%). Thus, four years after transferring to UC from a California Community College, over three-fourths of these students have earned a baccalaureate degree.

While the performance of community college transfers is demonstrably good, especially when compared with national statistics, there is great interest in how well community college students perform in specific academic disciplines and in comparison with students who began as freshmen at UC (referred to as "native UC students.") In 2001, an analysis was completed to address these issues. Researchers reviewed the academic records of native UC students and California Community College transfers who achieved junior standing at the beginning of the Fall 1994, 1995, or 1996 terms and completed a UC degree, noting the general academic discipline that students studied. By following these cohorts of students through their major and upper-division coursework, researchers were able to make direct comparisons of academic performance between UC native and transfer students. Such an analysis offers an examination of how students with similar enrollment characteristics (i.e., juniors at UC) accomplish similar academic goals (i.e., earning a baccalaureate degree). Here are the findings:

Performance at UC:

Achievement After Transfer

Transfers and native students select different academic majors, but the distinctions are minor

A persistent concern is that transfer students' choice of major differs significantly from that of native juniors and that these differences account for discrepancies in the academic performance between native students and community college transfers. In fact, while transfer students' major selection is not identical to that of native junior students, the differences are small. Averaging results from the three cohort years indicates that there is a higher proportion of transfer students in the Humanities and Arts, as well as in Physical Sciences and Mathematics. Transfer juniors are less well represented in Engineering and Computer Science and in Life Sciences than native juniors. In Social Sciences/Psychology, there is approximately equal representation of transfer juniors and native juniors. Figure 11 shows the relative proportions for each discipline for transfer juniors and native juniors.

Figure 11: Proportion of Native UC Juniors and Transfer Juniors Who Selected Majors in Specific Disciplinary Categories (1994-96)

Disciplinary Categories	Three-Year Average %
Engineering and Computer Science	
Native Junior	9.2
CCC Transfer Junior	6.5
Humanities and Arts	
Native Junior	9.6
CCC Transfer Junior	13.4
Life Sciences	
Native Junior	19.6
CCC Transfer Junior	14.9
Physical Sciences and Math	
Native Junior	3.5
CCC Transfer Junior	5.7
Social Sciences and Psychology	
Native Junior	22.9
CCC Transfer Junior	23.4

Transfer and native students earn similar GPAs and complete their degrees in about the same amount of time

For students who graduated within four years of attaining junior status at UC, transfer juniors earn similar grades as native juniors. There are virtually no substantive differences in the upper-division GPAs of native juniors and junior transfers overall or by disciplinary category (see Figure 12). In addition, transfer juniors and native juniors complete their degrees in a similar number of terms after reaching junior status. On average it takes native juniors about 2.2 years to complete their degree. Transfer juniors take 2.3 years to complete their degree. Moreover, these time-to-degree patterns are consistent across academic disciplines examined in this study.

Figure 12: Upper-Division UC GPA's for Native Junior and Transfer Junior Cohorts by Discipline (1994-96)

Disciplinary Categories	Three-Year Average
Engineering and Computer Science	
Native Junior	3.01
CCC Transfer Junior	3.04
Humanities and Arts	
Native Junior	3.29
CCC Transfer Junior	3.26
Life Sciences	
Native Junior	3.11
CCC Transfer Junior	2.96
Physical Sciences and Math	
Native Junior	3.08
CCC Transfer Junior	3.08
Social Sciences and Psychology	
Native Junior	3.19
CCC Transfer Junior	3.07
Overall	
Native Junior	3.15
CCC Transfer Junior	3.05

Over three-quarters of transfers earn UC degrees after four years following transfer – about 10% fewer degrees than native students

The vast majority of native and transfer students who attain junior status graduate from UC within four years. Among junior transfers, about 78% graduate within four years after transferring to UC. This level of accomplishment is very high compared to national graduation rate data.

Transfer students have high graduation rates in specific academic disciplines, although differences exist in comparison with native students

The difference in graduation rates between native students and junior transfers are sustained when individual disciplines are examined (Figure 13 shows the differences for the Fall 1996 cohort, which do not vary from the other two cohorts). The largest differences occur in the Life Sciences and Physical Sciences & Mathematics. Across the three cohort years, transfer juniors in the Life Sciences and Physical Sciences & Mathematics had graduation rates between 15 and 20% below native juniors. For students majoring in the Humanities & Arts and Social Sciences & Psychology, transfer juniors had a graduation rate approximately 10% below native juniors. Transfer juniors and native juniors are most comparable, in terms of graduation rates, with native students in Engineering and Computer Science. Although graduation rates for native juniors are higher than those for transfer juniors in all three-cohort years, the differences are only 4 to 5 percentage points.

Figure 13: Graduation Rates of Native Junior and Transfer Junior Cohorts (Fall 1996)

Disciplinary Categories	Percent Graduated within 4 Years after Reaching Junior Status
Engineering and Computer Science	
Native Junior	88
CCC Transfer Junior	83
Humanities and Arts	
Native Junior	87
CCC Transfer Junior	81
Life Sciences	
Native Junior	90
CCC Transfer Junior	71
Physical Sciences and Math	
Native Junior	89
CCC Transfer Junior	69
Social Sciences and Psychology	
Native Junior	92
CCC Transfer Junior	80
Overall	
Native Junior	**89**
CCC Transfer Junior	**78**

Data reveal strong academic performance of community college transfer students, despite differences in comparison with native students

Data from three different cohort years reveal that California Community College students who transfer to UC perform well in their upper-division course work, although it appears that after attaining junior standing, transfer students complete about 10% fewer degrees than native juniors. Yet, on other measures, such as GPA and time-to-degree, the academic performance of transfer students is comparable to that of UC continuing students. This speaks to the strong lower division preparation students receive.

UNIVERSITYWIDE TRANSFER

DATA SHOW THAT STUDENTS who successfully transfer to UC are often different in significant ways from students who may be preparing for UC transfer, but who never make the transition. Students that prepare for UC but do not transfer are generally older, more diverse ethnically, spend more time in a community college, and are less likely to have strong transfer intentions.

Armed with this information, UC has been working to recruit students who might be qualified to attend UC, but who do not transfer. These strategies focus on recruiting students directly and more effectively, while drawing on the expertise of community college counselors and instructional faculty to identify promising prospective transfers and encouraging them to apply to UC.

ADDRESSING STUDENT CONCERNS ABOUT TRANSFERRING TO UC

Two powerful and enduring concerns of prospective transfer students (especially non-traditional students) are: 1) "The competition at UC is too tough – I'm not prepared;" and 2) "I can't afford a UC education." While no one would argue that a UC degree is easy to earn, data show that transfer students perform well academically while at a UC campus, especially if they plan effectively for transfer while at a community college. Moreover, although it is true that four-year institutions are more expensive than community colleges, the return on that investment is remarkable, and financial aid is available for many students. Several publications, designed in the past year, promote these important messages:

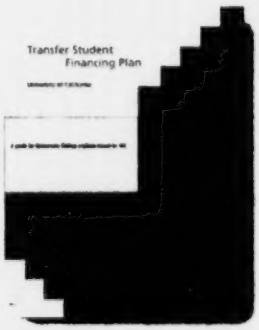
Transfer to UC is a publication designed specifically for students who might not be considering a UC education. Written in a student friendly Q&A format, *Transfer to UC* addresses many of the most common concerns of students considering transfer to a UC campus. You can download a copy at: www.ucop.edu/sas/publish/transfer_uc.pdf

Community College Academic Planner was designed to help students plan effectively for transfer, perhaps the single most important factor for student success at UC. The *Planner*, still being developed at press time, will focus student attention on the most essential elements for good academic preparation and in the process, simplify transfer by delineating specific and concrete steps that students can complete. Check www.ucop.edu/sas/publish for future downloadable copies.

INITIATIVES:

New Outreach Strategies

Transfer Student Financing Plan. There are dozens of financial aid publications and websites that can be used productively by prospective students and their families, but few adequately address the unique needs of transfer students. Because transfer students have life histories often far different than most recent high school graduates — as heads of households, the first in their families to attend college, recent immigrants, and re-entry students — there are enormous implications for the type and amount of financial aid they are eligible to receive. This year, UC's Office of Student Financial Support developed the first-ever publication designed exclusively for transfer students. This publication addresses the financial needs of these students in a straightforward, easy-to-follow format. A copy of this publication can be found at: www.ucop.edu/sas/publish/TransferFinancing2002.pdf



HELPING COUNSELORS HELP STUDENTS

The work of community college counselors and transfer center staff is vital to helping students prepare for transfer. These professionals are the information brokers that guide students toward their educational goals. The University has long recognized their central role in helping students transfer, while also acknowledging that UC is only one of dozens of four-year institutions with which counselors must be familiar. To assist counselors, UC is continuing to develop conferences, reference material, CDs, and websites delineating the unique opportunities available to students at UC. Some of these efforts include the following:

- ***The Ensuring Transfer Success* (ETS) Counseling Institute** is a nine-year success story developed by UC, CSU, and the California Community Colleges. These institutes provide counselors and transfer staff with face-to-face sessions with UC and CSU outreach officers, focusing on student transfer and ways to improve it. Institutes are offered throughout the State and sell out weeks in advance. In 2001, over 1,000 counselors attended these Institutes.

- ***UC's Fall Counselor Conferences*** are high-profile events serving over 5,000 high school and community college counselors. In 2001, UC staged five Conferences throughout the State. In the last three years a concerted effort has been made to create workshops to address the specific needs of community college counselors. Last year, for instance, plenary sessions were offered on the Dual Admissions Program, as well as sessions on completing the UC application for transfer and "Basic Training" for new counselors. In addition, a Counselor Conference was held on a community college campus for the first time in UC's history. This event, at De Anza Community College, demonstrated UC's commitment to community college counselors and the effectiveness of a UC/CCC partnership. Equal success is expected at next year's conference to be held at Canada Community College.

- The first-ever ***Counselor Conference Reference Manual and CD*** were produced in 2001. The *Manual* contains a wealth of UC reference material, including the presentations for virtually all of the Counselor Conference workshops (which were also provided electronically on an accompanying CD). These materials provide counselors with readily available UC information to use throughout the year. In addition, counselors can make presentations to their own students by using many of the PowerPoint files on the CD, such as *Completing the UC Undergraduate Application*.

- An electronic ***Counselor and Advisor Bulletin*** was established in 2001 to help the University stay in regular touch with high school and community college counselors following their participation in UC conferences and meetings.

Reaching out to community college instructional faculty

The improved training and collaboration with community college counselors is essential. Simultaneously, UC has recognized the significant and under-utilized resource of community college instructional faculty, who work with students daily and often provide the inspiration for students to pursue a baccalaureate degree in a specific discipline. While these instructors may not know the details of the transfer process as well as their counselor colleagues, their consistent contact with students places them in a unique position to identify students with special academic promise. In the past year, UC has attempted to tap into this enormous reservoir of talent. For example, UC Santa Cruz recently sent a letter to their alumni who teach at a California Community College. Included in the letter was a brief description of UCSC transfer initiatives, an invitation to visit their alma mater, and a request to refer prospective transfer students to UC Santa Cruz. More recently, the UC Office of the President sent a special letter, along with multiple copies of *Transfer to UC*, to all California Community College English and math department instructors, encouraging them to share the brochure with their most promising students, especially those who might not otherwise consider a UC campus as a transfer destination. These efforts, though modest in scale, are only a beginning in UC's efforts to develop stronger bonds with community college instructional faculty and in the process, create enhanced opportunities for student transfer.

UC Campus Transfer Initiatives:

Student Outreach Throughout California

UC is engaged in many systemwide efforts to enhance transfer, as described throughout this report. Equally important, however, are the activities of individual UC campuses, which include expansion of course articulation efforts, increased outreach to community college students, and the development of unique programs addressing local UC campus and community college needs.

Course Articulation

The backbone of successful transfer is course articulation, which are agreements established between UC campuses and community colleges showing how coursework at a community college can be used to complete UC degree requirements. With an articulation agreement in hand, prospective transfer students are able to choose courses that will satisfy UC pre-major and major requirements, thereby expediting their time to degree after transfer.

UC campuses are increasing the number of community colleges with whom they develop articulation agreements, as well as expanding the number of majors that are included in those agreements. As shown in Figure 14, UC campuses have articulation agreements with all community colleges in their service area (which are the specific regions of California where UC campuses focus their outreach and articulation efforts). In addition, all UC campuses have agreements with a significant number of community colleges outside their service area and four campuses have agreements with every community college in the State.

By expanding the number of community colleges with whom UC has articulation agreements and by increasing the number of majors covered by those agreements, many more students can apply for transfer with confidence that they have completed coursework that will count after transfer.

ASSIST, a web-based repository for articulation agreements, makes articulation information easily available to students who are planning to transfer. By describing how course credits at a community college can be applied to requirements at a UC campus, students can choose their courses, evaluate their progress, and see when they are transfer-ready. Now in its sixteenth year, ASSIST is a valuable resource for students transferring from community colleges to both UC and CSU and to counselors who advise students. See www.ASSIST.org for more information.

Figure 14: Major Articulation Agreements by UC Campus (2000-02)

Campus	Coverage in UC Campus Service Area	Number of CCCs with Major Articulation Agreements Overall	Median Number of Majors per Articulation Agreement
Berkeley	Complete	108	96
Davis	Complete	108	121
Irvine	Complete	88	20
Los Angeles	Complete	35	31
Riverside	Complete	108	74
San Diego	Complete	37	81
Santa Barbara	Complete	53	58
Santa Cruz	Complete	108	40

UC Outreach Visits

While the increased availability of paper and electronic information provides students with important resources in planning their route to transfer, visits by UC immediate outreach staff to community college campuses remains one of the most powerful and effective outreach strategies. During these visits, knowledgeable representatives from UC campuses provide information, guidance, and encouragement for students seeking to transfer. In 2000-01, UC outreach officers made over 3,600 visits (a 5.5% increase over 1999-2000), meeting with prospective students and counselors at all 108 California Community Colleges. Figure 15 presents the number of visits initiated by each UC campus, highlighting the scope of UC campus immediate outreach efforts.

UC Campus Events and Services

All of UC's campuses have extensive activities and programs designed especially for students transferring from a California Community College. These activities include "Preview Days" and "Transfer Days," which provide prospective students and their families an opportunity to tour the campus and meet with transfer staff and faculty. Other activities include transfer orientation programs and summer academies designed to provide students with an opportunity to experience in-depth the campus community. Some of these unique programs and services are described below. For more information, consult the campus transfer website at the end of each campus summary.

UC Berkeley

The Berkeley campus continues to address the needs of prospective community college transfers throughout the State through staff members stationed in both Northern and Southern California who specialize in community college on-site advising. In addition, the campus' Transfer Alliance Project works intensively with community college students who were previously involved in UC Berkeley high school outreach programs to improve their chances of admission to UC Berkeley. Once on campus, UC Berkeley devotes considerable resources to helping new transfer students transition into UC campus life. The Re-entry Student Center and the Transfer Student Center

Figure 15: UC Campus Immediate Outreach Visits to California Community Colleges (2000-01)

Campus	Number of Visits within Service Area	Number of Visits Outside Service Area	Total Number of Visits
Berkeley	253	215	468
Davis	404	366	770
Irvine	155	149	304
Los Angeles	329	160	489
Merced	108	0	108
Riverside	277	271	548
San Diego	138	167	305
Santa Barbara	104	141	245
Santa Cruz	216	189	405
Total	1,984	1,658	3,642
Percent Increase Over 1999-2000	5.4%	5.5%	5.5%

provide essential support by offering academic advising, course planning, and a broad orientation to campus support services through a credit-bearing course entitled "Strategies for Success at Cal for Transfer Students." This two-unit pass/no pass course helps students assess and strengthen their academic skills while demystifying the Berkeley campus. Through the course, students interface with the Transfer Student Advisory Council, which identifies issues and implements activities for transfer students. Students in the course also participate in faculty-sponsored informal dinners designed to encourage students to explore various academic fields and to pursue graduate study.
transfer.berkeley.edu

UC Davis

UC Davis continues to build collaborative efforts with community colleges locally and throughout the State of California. The Transfer Opportunity Program (TOP), now serving 17 community colleges, provides academic advising, workshops and other activities to ensure proper transfer preparation. TOP has been exceptionally successful; applicants from TOP enjoy a 20% higher admission rate than non-TOP applicants. The Transfer Admission Agreement (TAA), a guaranteed transfer admission program, now includes 71 community colleges. UC Davis annually honors over 1,200 TAA contracts with community college students. TAA students are highly successful and committed to attending UC Davis, as indicated by a 71% enrollment rate (versus 41% for non-TAA admits). Building on this successful effort, UC Davis recently added ten community colleges in Southern California. UC Davis has also been developing technology-based strategies for outreach. In Fall 2000, UC Davis initiated the "Transfer Pipeline," an Internet based outreach strategy that updates community college students of newsworthy activities on the UC Davis campus and provides timely reminders on transfer relevant events. Of the 450 students involved in the Transfer Pipeline in the inaugural year, 110 are seeking entrance to UC Davis for Fall 2002. The Transfer Pipeline has also become a valuable resource for faculty. Currently, over 2,000 faculty members from 41 community colleges subscribe to the list serve.
ugaos.ucdavis.edu/transfer.html

UC Irvine

In 2000-01, UC Irvine was successful in completing its outreach goals for California Community College transfer students. UCI's efforts, in partnership with community colleges throughout California, resulted in a fourth consecutive year of transfer enrollment increases. Moreover, transfer enrollment from Orange County community colleges have increased 27% since Fall 1998. UC Irvine's commitment to transfer, evidenced by these statistics, echoes the campus' continuing involvement with community colleges locally and Statewide. The Orange County Transfer Consortium (OCTC) continues to be a successful model for enhancing transfer. The involvement of OCTC leaders supported several model programs, including the Summer Scholars Transfer Institute, now in its ninth year; the Community College Science Institute, an intensive summer residential experience for science majors; and UCI TEACH, where community college students interested in teaching careers create links to the University and are introduced to critically important pedagogical issues. Statewide initiatives included the development of a pilot dual admissions program; sponsorship of several transfer conferences, which have led to the development of UC- and community college-specific transfer action plans; and partnerships with national foundations to create models to enhance student access to UC.
www.admissions.uci.edu/transfer_admission.html

UC Los Angeles

UCLA recently created a Center for Community College Partnerships (CCCP), which is responsible for developing and strengthening academic partnerships between UCLA and California Community Colleges, particularly those with large underrepresented student populations. CCCP works closely with community college administrators, faculty, and staff to strengthen and diversify community college curricula, create strong academic support programs, improve students' academic competitiveness for admission to the University, and increase the diversity of UCLA's transfer admit pool. In addition, CCCP is responsible for implementing innovative programs such as the Summer Intensive Transfer Experience (SITE) for high school students moving on to community college. SITE, now in its fourth year, provides students with a week-long experience on the UCLA campus, during which they work with

faculty and staff to develop an academic plan designed to prepare them for transfer to a UC campus. During the academic year, UCLA's Transfer Alliance Program (TAP) offers students an opportunity to participate in enriched academic programs at over 30 community colleges. Program participants who successfully complete the TAP curriculum are given priority consideration for admission to UCLA's College of Letters and Science. UCLA's Student Transfer Outreach & Mentor Program (STOMP) is active throughout the year, hosting campus tours and student discussion panels for visiting community college students from across California. STOMP student volunteers regularly visit community colleges, answer students' questions about transferring, and discuss various aspects of student life at UCLA.
www.admissions.ucla.edu/prospect/adm_tr.htm

UC Merced

UC Merced is focusing on establishing a foundation for transfer preparation in anticipation of the campus opening in 2004. While continuing to provide general information to students on admission preparation to sister UC campuses, increased attention is being given to preparing students for transfer admission to UC Merced. Attention also is being directed to developing course articulation and transfer agreements with regional community colleges. A pilot concurrent admissions program is being developed to create greater access for Central Valley community college students to UC Merced. The program is being readied for fall 2002 and will identify its first students this spring. During the past year, increased visits to California Community Colleges have enhanced relations with transfer center directors, counselors, and other student support program staff. In addition, UC Merced is working with community college faculty on a variety of transfer related topics to reach students through non-traditional settings. Early interventions with high school students who will be attending community colleges has been instrumental in creating greater awareness of the transfer pathway to the University of California.
www.ucmerced.edu

UC Riverside

UC Riverside developed the Transfer and Reentry Services Center to meet the specific needs of these unique students. The Center dedicates its resources to providing services to prospective transfer students as well as enrolled students who transfer to UCR. This past year the Center published the *Transfer Handbook*, a one-stop resource guide for new students. In addition, the Center expanded its transfer outreach efforts to 75 California Community Colleges, providing prospective students with admissions advising on community college campuses as well as via e-mail and fax. Moreover, the Center's staff works with community college counselors by hosting Academic Spotlight, an annual in-service training program that brings counselors to UCR to learn more about the campus. UCR also provides transfers with specific admissions opportunities. The Transfer Admission Guarantee program grants qualified transfer students admission to UCR as early as their first year at the community college. To help students select appropriate lower-division courses, UCR has developed articulation agreements with every California Community College in California. These agreements include major preparation courses and course-to-course articulation. UCR also hosts special events designed specifically for transfer students, such as the Chancellor's Welcome, the Northern California Chancellor's Reception, and Discover for Transfer

Students. And to assist students with their transition to the UCR campus, new transfers are provided with opportunities for peer mentoring from an experienced UCR student.
www.transfer.ucr.edu

UC San Diego

UCSD continues to implement outreach strategies to help prospective students transition successfully to the UC campus environment. The Medical Science Program combines an intense science curriculum with a living-on-campus experience for prospective transfers. Students interact with medical school faculty and live with current UCSD transfer students who act as mentors. In collaboration with targeted community colleges, UCSD offers a pilot dual admissions program. High school seniors who are not minimally eligible for the UC and who enroll at the community college are guaranteed admission to UCSD upon successful completion of specific requirements. DAP students receive personalized academic advising from community college and UCSD transfer staff. In the first year, 76 students accepted offers to participate. The "UniversityLink" program, which offers guaranteed admission and strong support services for transfer students, has been expanded to include all community colleges in the San Diego and Imperial county service area. UCSD maintains a strong presence throughout the state and increases its outreach efforts by placing two regional representatives that serve community colleges in the Los Angeles Basin and greater San Francisco Bay Area.
admissions.ucsd.edu/ad_trans.html

UC Santa Barbara

Santa Barbara has entered into new transfer admission agreements with several community college campuses in its region. Santa Barbara City, Allan Hancock, Moorpark, Oxnard and Ventura colleges each had an agreement for Fall 2002. The campus is currently developing additional agreements with all community colleges in its local area for Fall 2003. This includes Antelope Valley, Bakersfield, Cerro Coso, College of the Canyons, Cuesta, Porterville, and Taft. Los Angeles Pierce College also will have a transfer admission agreement with UC Santa Barbara in Fall 2003. A transfer peer mentor program has been established to increase community college students' awareness about the UC Santa Barbara campus. Mentors contact prospective and admitted applicants to answer questions and provide information about UCSB. Transfer students admitted for Fall 2002 will be invited to participate in a Gaucho Transfer Friday program. Guests will have opportunities to tour the campus, visit campus academic and student service departments, ask questions of currently enrolled students who transferred to UCSB, and hear a presentation about topics of interest to newly admitted transfers, given by a transfer student advisor. Gaucho Transfer Fridays are scheduled during the month of May.
www.admit.ucsb.edu/transfer

UC Santa Cruz

UC Santa Cruz has continued its efforts to reach out to prospective transfer students in a number of ways. Regional admissions representatives visit community colleges throughout California to recruit interested students. Also, UCSC's transfer outreach representatives provide concentrated recruiting efforts at community colleges in the local region to increase the pool of eligible, transfer-ready students. UCSC's Guaranteed Admission for Transfer Entry (GATE) program now includes 94 California community colleges. For Fall 2001, there were 377 GATE applicants, and 344 were approved for guaranteed admission. The UC Santa Cruz-Community College Dual Admissions Program, which includes 13 community colleges, enrolled a total of 132 students in its second year. Additionally, the UC Santa Cruz-Community College Regional Council has launched projects as a part of the Statewide "Reinventing Transfer" effort in the areas of financial aid, student targeting & data sharing, academic preparation & planning, and adjustable schedules & other transfer student needs. A specific collaborative study on why students were not admitted to UCSC from regional community colleges has resulted in a pilot project called "Encore" to assist denied applicants so that they may transfer to a later term. In an effort to keep area community college colleagues informed of new developments at UCSC, the campus hosted a series of five Counselor Visit Days, which included presentations by key faculty and staff representatives, as well as a campus tour and luncheon.
admissions.ucsc.edu/overview/admit/tguide.html

Dual Admissions Program:

More Important Than Ever

UC President Atkinson proposed the Dual Admissions Program (DAP) in September of 2000. This radical change in admissions strategy seeks to identify students at the high school level and a invite them to apply for admission to UC and a California Community College simultaneously.

Students from the top 4% to 12.5% of their graduating high school class, who are not UC-eligible as freshmen, would be guaranteed a spot on a UC campus after completing the necessary coursework at a California Community College.

Although DAP was widely praised as a bold attempt to increase the number of California Community College students that transfer to UC, concerns were raised that DAP students might displace traditional community college students, such as re-entry students and first-generation students, in admission to UC. Nothing could be further from the truth.

UC's Partnership Agreement with the State, as well as its MOU with the California Community Colleges, obligates the University to enlarge, by 50%, the pool of prospective community college students – those admitted via DAP and those admitted through the traditional transfer path. Indeed, even after DAP is implemented, current UC campus transfer admission and guarantee programs will be retained. This means that students who are not eligible for DAP will have access to UC by participating in campus programs that are very similar to DAP.

There has also been concern over whether DAP is needed, since those same students could transfer to UC through the existing transfer routes. Data show, however, that UC will not meet its enrollment obligations to the State without this new path to transfer. UC admits nearly 80% of all community college students who apply, an already impressive rate of admission for a highly selective institution and one that is not likely to grow significantly. Without generating substantial numbers of new applicants, UC will not be able to satisfy its goals. DAP creates new opportunities throughout the State for students who performed well in high school, but are not yet ready for matriculation to a four-year institution. But there are additional reasons why DAP – in concert with other transfer outreach programs – is critically important to create greater student access to UC.

With DAP, UC will meet its transfer enrollment commitments

In order for UC to enroll 15,300 transfer students by 2005-06, UC needs to admit students at about a 7% annual enrollment rate. This is over twice the rate of transfer growth that UC has recorded annually in the past 20 years (the historical rate is 3%). It is also 2% higher than the rate of transfer growth recorded in the

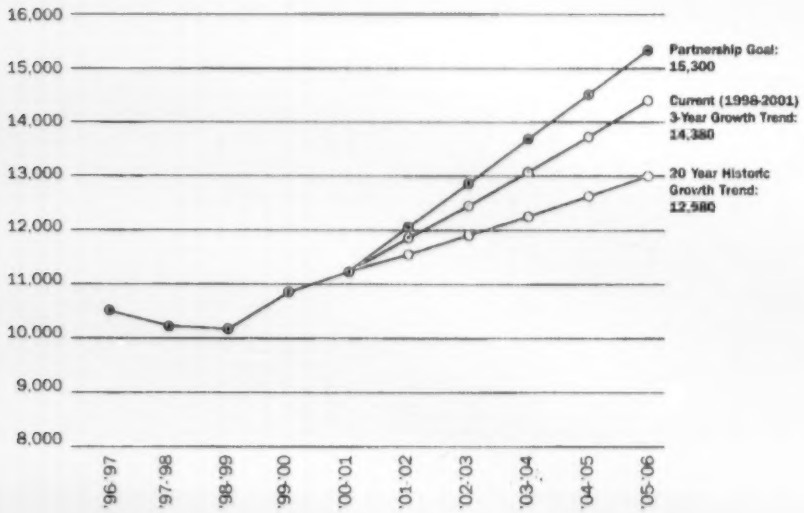
past three years, when UC's new outreach initiatives came into full swing. Figure 16 shows how many students are likely to be admitted under the 20-year enrollment rate and the more recent three-year enrollment rate. Neither growth trend will net UC the students it needs to meet its obligation to the people of California. Under DAP, however, about 1,500 students are expected to become eligible. These additional students are essential in helping UC meet its transfer student target. Of course, UC will continue to recruit non-DAP students – they are the foundation of our outreach efforts. But DAP students also will be needed.

DAP WILL INCREASE STUDENT DIVERSITY

Preliminary analyses indicate that, under DAP, 22% of the eligible students will come from California's rural high schools, compared to 12% of entering freshmen. This is an enormously important constituency, one that UC is committed to reaching more effectively. Although UC campuses are relatively few in number, California Community Colleges are represented in almost every county in the State. DAP effectively leverages the resources of both institutions for the benefit of rural students.

In addition to increasing representation of students from rural regions, DAP students also will be more diverse ethnically. It is predicted that about 36% of entering students will come from traditionally underrepresented groups, such as American Indians, African Americans, and Chicano/Latino students, compared to 12% for current freshmen and 18% for community college transfer students. In addition, over 50% of the DAP-eligible students come from lower socioeconomic backgrounds, compared to about 29% of current freshmen and 36% of current transfers. Reaching out and embracing constituencies often overlooked in higher education is one of the enduring legacies of the community college movement in America. Under DAP, this tradition will be linked more closely than ever to UC.

Figure 16: Actual UC Transfer Enrollment (1996-01) and Projected UC Transfer Enrollment Under Three Growth Rates (2001-06)



DAP will strengthen ties among California high schools, community colleges and UC campuses

California Community Colleges have long sought closer ties with their local high schools. On occasion, community college officials have joined with UC outreach staff to make high school recruiting visits. A recently developed workshop offered at UC's Fall Counselor Conferences titled, *Counseling High School Students to Consider the Community College Option*, was the most popular session at the Conference. DAP reinforces the growing sentiment among many high school students – especially those traditionally underrepresented in higher education – that the best path to a UC degree may be via a California Community College.

With these advantages in mind, DAP was approved by the UC Faculty Senate and the UC Board of Regents last year. Shrinking State resources, however, prevented the program from being funded and President Atkinson decided to delay implementation for one year. To accomplish the goals of DAP, especially the necessary increase in transfer enrollment, the program needs to be funded in 2002-03.

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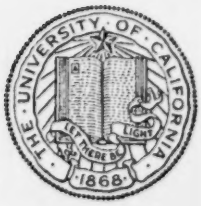

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